

A STUDY ON THE MUSIC EDUCATOR'S VIEW OF MENTORSHIP IN NORTH
CAROLINA

By

Jenna Martel

May 2017

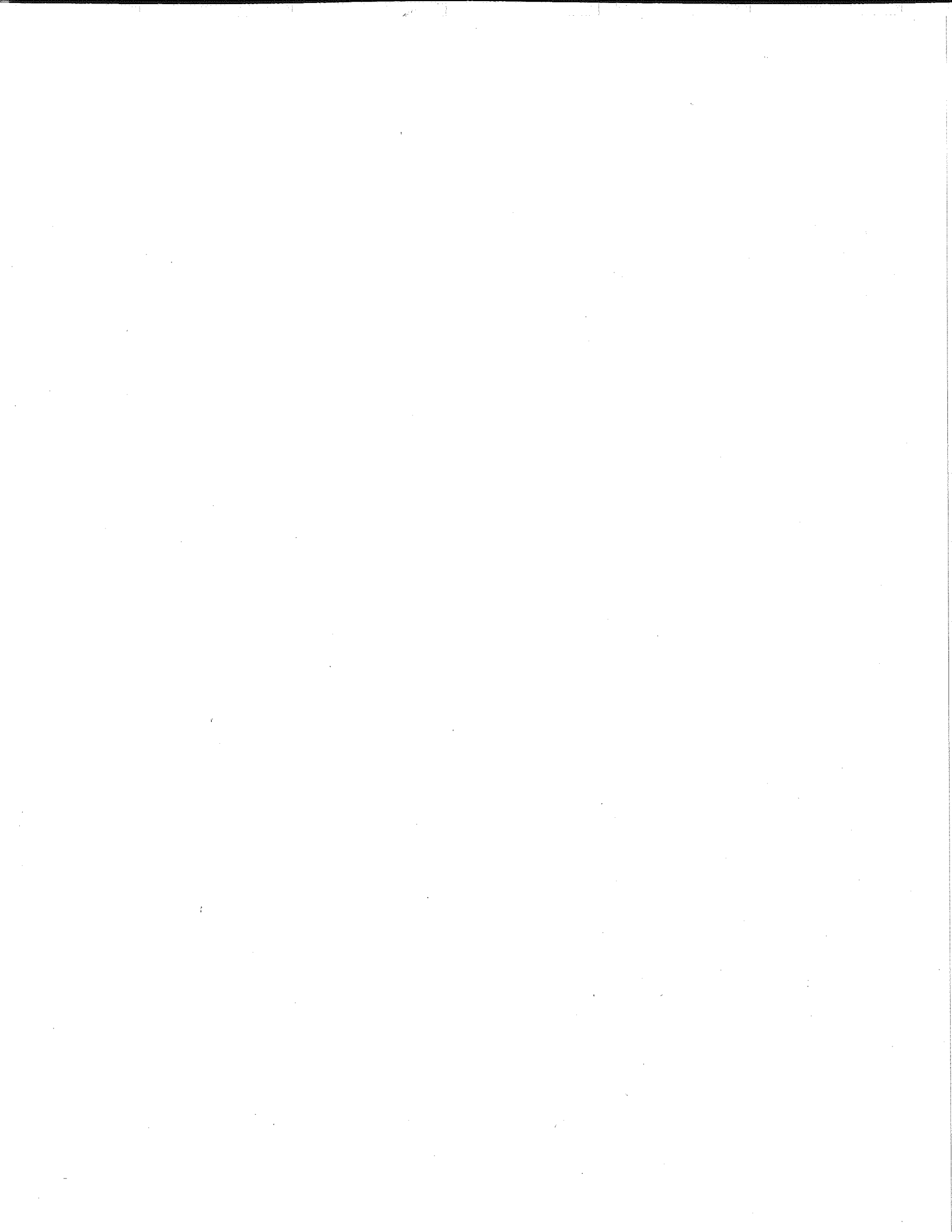
Director of Thesis: Dr. Cynthia Wagoner

Major Department: Music Education

The purpose of this study was to investigate the overall perception of the mentorship-training program in the state of North Carolina through the music educator lens.

Four main questions guided this study: (1) What are the overall demographics of the NCMEA members who are mentoring beginning teachers? (2) What are NCMEA members' perceptions of their mentor training through the state of North Carolina? (3) What are the NCMEA members' perceptions of their mentor training through the participant's LEA? and (4) Whom are the NCMEA members mentoring?

The researcher constructed the Mentorship Perception Survey using a six-point Likert-type scale, ranking scale, and open-ended response. The 48-item questionnaire was shared with all registered PK-12 North Carolina Music Educator Association (NCMEA) members of which 1.77% completed the survey ($N = 33$). Overall, most participants were satisfied with the training they received through the state of North Carolina and their Local Education Agency (LEA). Furthermore, the majority of participants ($n = 20$) have acquired a master's degree, and taught anywhere from 4 years to 43 years across all grade levels and specialty content areas.



A STUDY ON THE MUSIC EDUCATOR'S VIEW OF MENTORSHIP IN NORTH
CAROLINA

A Thesis

Presented To the Faculty of the Department of Music Education
East Carolina University

In Partial Fulfillment of the Requirements for the Degree
Master's in Music Education

By

Jenna L. Martel

May, 2017

© Jenna Martel, 2017

A STUDY ON THE MUSIC EDUCATOR'S VIEW OF MENTORSHIP IN NORTH

CAROLINA

By

Jenna L. Martel

DIRECTOR OF THESIS: _____
Cynthia Wagoner, Ph.D.

COMMITTEE MEMBER: _____
Jay Juchniewicz, Ph.D.

COMMITTEE MEMBER: _____
Robert Carter, Ph.D.

CHAIR OF THE DEPARTMENT
OF MUSIC EDUCATION: _____
Michelle Hairston, Ph.D.

DEAN OF THE
GRADUATE SCHOOL: _____
Paul J. Gemperline, Ph.D.

TABLE OF CONTENTS

LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER 1: INTRODUCTION.....	1
Background.....	1
Definition of terms.....	3
CHAPTER 2: REVIEW OF LITERATURE	5
CHAPTER 3: METHOD.....	8
Purpose of Study.....	8
Participants.....	8
Data Collection Instrument.....	8
Data Collection Procedures.....	10
CHAPTER 4: RESULTS.....	11
Descriptive Analysis of Demographic Data.....	11
Perception of Mentorship Training.....	14
Mentor and Protégé.....	19
CHAPTER 5: Discussion.....	23
Limitations.....	23
Demographics of Participants.....	24
Mentorship Training.....	24
Who is being mentored?.....	27
Suggestions for Further Research.....	28

REFERENCES.....	30
APPENDIX A: IRB APPROVAL LETTER.....	32
APPENDIX B: INVITATION TO PARTICIPATE.....	34
APPENDIX C: MENTOR SURVEY	35

LIST OF TABLES

1. Self-Identified Demographics of Participants.....	11
2. Degrees Earned by Participants and Content Areas Taught.....	13
3. Degrees Earned by Participants and Grade Levels Taught.....	13
4. Content Areas Taught by Participants by Grade Levels.....	14
5. Where Did Participants Receive Their Training?.....	15
6. A Comparison on Participant's View on Mentorship.....	16
7. Suggestions for Additional Training.....	18
8. Suggested Changes to Mentor Training.....	18

LIST OF FIGURES

1. Participants' Years of Teaching Experience.....	12
2. Protégé Primary Specialty.....	20
3. Topics Most Often Discussed Between Mentor and Protégé.....	22

CHAPTER I: INTRODUCTION

Background

Prospective teacher enrollment in North Carolina's public universities has dropped 30 percent since 2010 (News and Observer, 2016), making the retention of teachers even more pressing for schools. Researchers have found beginning teachers leave the profession for a variety of reasons, such as exhaustion, low sense of personal accomplishment, and depersonalization (McLain, 2005). Mentorship programs have been found to assist in retention of beginning teachers through creating a support system immediately upon employment (Hellsten, Prytula, Eubanks, & Lai, 2009). Further, mentor teacher programs have been found helpful to beginning teachers past the induction year, with mentoring continuing through the fourth year of teaching (Conway, 2006). Continuity in mentorship may serve to strengthen teacher practice, as the novice teacher moves from survival mode to a focus on student impact and improved pedagogy.

The North Carolina Department of Public Instruction (NCDPI) has established a mentoring program as a required part of a teacher's first three years of employment. North Carolina teachers aspiring to become mentors must complete a ten-hour training that includes writing in forums, discussion boards, and journaling. Training occurs entirely online, through the North Carolina Educator Effectiveness System (NCDPI, 2016). The NCDPI five standards for effective mentors are (1) mentors support beginning teachers to demonstrate leadership, (2) mentors support beginning teachers to establish a respectful environment for a diverse population of students, (3) mentors support beginning teachers to know the content they teach, (4) mentors support beginning teachers to facilitate learning for their students, and (5) mentors support beginning teachers to reflect on their practice (NCDPI, 2016). The standards for mentors are

aligned directly with the North Carolina Educator Evaluation System (NCEES) standards used for teacher evaluation throughout each school year. Mentors are evaluated by administration based upon (1) the mentor and protégé's meetings throughout the year, (2) observations made by the administrators, and (3) artifacts, such as meeting notes, provided by both mentor and protégé. Mentor and protégé pairings are done within curricular areas when a mentor in the same curricular area is available in the Local Education Agency (LEA).

Though evaluations are done within the LEA, little is known about perceived effectiveness of online training and the impact on specific content areas such as the arts. Due to the nature of undergraduate degree programs, arts teachers are certified K-12 with a "broad yet limited course of preparation" (Haack & Smith, 2000, p. 24). With the addition of every day teaching activities, such as administrative duties, beginning arts educators can easily become overwhelmed. Additionally, the teaching schedule of an arts teacher differs significantly from that of a classroom teacher. An arts teacher may see six different grade levels, whereas a classroom teacher sees the same group of children over the course a day. Finally, it is "not unusual for a new music teacher to be the only such teacher in the school" (Haack & Smith, 2000, p. 24). As music teachers may have limited contact with more experienced teachers who can empathize and provide practical solutions to problems, a music teacher mentor may serve to bridge this gap.

Therefore, the purpose of the current study is to identify how members of NCMEA who mentor beginning teachers perceive the mentorship training they have received through NCDPI and/or LEA. Examining perceptions of current mentoring programs for NCMEA members in the state of North Carolina include the following specific research questions:

1. What are the demographics of NCMEA members who are mentoring beginning teachers?
2. What are NCMEA member's perceptions of their mentor training through the state of North Carolina?
3. What are the NCMEA members' perceptions of their mentor training through the participant's LEA?
4. Whom are the NCMEA members mentoring?

Definition of Terms

Administrative Duties. Administrative duties are those not directly related to the academics of music and include a variety of activities not limited to but including taking attendance, requesting a substitute, writing emergency and substitute plans, grading, progress reports, and report cards.

Beginning Teachers. Beginning teachers are those who have taught for less than three full school years (NCDPI, 2016). Beginning teachers in this paper may also be referred to as protégés, new teachers, or mentees.

Career Teachers. Career teachers are those who have taught for more than three full school years but less than five school years. Career teachers may also be referred to as veteran teachers in this paper.

Classroom Management. Classroom management refers to the disciplinary realm of teaching that includes strategies to keep students on task, redirecting students who are off task, and consequences for student behaviors.

Classroom Teachers. Classroom teachers are those who teach in a general education classroom, rather than in a specialized classroom such as music, art, or physical education.

Induction Program. An induction program is a structured pairing of mentors and mentees in order to facilitate the transition for the beginning teacher from preservice to inservice teacher. Support for beginning teachers in an induction program are used to promote success and may include meet with mentor teachers on a regular basis to offer assistance, answer questions, and offer suggestions (Ratliff, 2012).

Mentor Teacher. A mentor teacher is an experienced teacher who has agreed, with the recommendation of the building administrator, to provide support for a beginning teacher. Usually mentors and beginning teachers are licensed in the same curricular area and are located at the same school (Ratliff, 2012, p. 9).

Professional Degree. For the purpose of this study, a professional degree is synonymous with a Master's Degree and indicates a supplemental degree.

CHAPTER II. REVIEW OF LITERATURE

The idea of mentorship dates back to Ancient Greece. As stated in a speech by Jeremiah A. Barondess to the New York Academy of Medicine (1995), "Mentor was the transition figure in Telemachus' life during the journey from youth to manhood" (Barondess, 1995, p.5). Mentor was the prominent male figure for Telemachus while his father was away at war (Haack & Smith, 2000). The relationship was "purposeful, with goals and plans. It was a nurturing and insightful, as well as a supportive, protective, and affirming relationship. Today, this type of involvement remains the essence of mentoring" (Haack & Smith, 2000, p. 24).

The relationship between the master and apprentice is similar to the relationship between the mentor and mentee. The master-apprentice model is applied in an educational setting with pairing beginning teachers and veteran teachers during an induction period. The master shows the apprentice his best practices, just as the mentor demonstrates and shares her best practices when meeting with her mentee. The master-apprentice model is also prominent in the field of music. Haack and Smith (2000) state, "In recent centuries of Western music history, Haydn served as mentor to Beethoven, both Clara and Robert Schumann as mentors to Brahms, and Schoenberg as mentor to Berg." (Haack & Smith, 2000, p. 25). Barondess (1995) describes a mentor as:

(O)rdinarily several years older, with greater experience and seniority in the world the protégé is entering, serves variously as teacher, sponsor advisor and model: as teacher in enhancing the younger individual's skills and intellectual development; as sponsor in using his or her influence to facilitate the protégé's entry and early advancement in the field they both inhabit; as hose and guide, in helping to initiate the younger person into a new occupational and social world, acquainting him or her with its values, customs, resources, and cast of characters; as advisor, providing counsel, moral support and direction; and through his or her own virtues, achievements and lifestyle, serving as an exemplar whom the protégé can seek to emulate (p. 7).

Several studies specific to music education have been conducted to describe the role of mentors in school settings to determine the benefits for both mentor and protégé. DeLorenzo (1992) conducted a study of beginning music teachers' perceptions of problems experienced in their first year of teaching. Participants reported their assigned mentor teacher was the most helpful resource available to them, followed by colleagues in the field, and finally the building principal(s). Beginning music teachers indicated their mentor teachers provided assistance with planning appropriate lessons by grade level, classroom management strategies, and incorporating inclusive lessons for students with special needs. DeLorenzo (1992) suggested including a mentor to provide support for the beginning teacher is imperative to his or her success in the music classroom.

Conway (2003a) reported there were common topics in discussions between beginning music teachers and their mentors. These were: (a) administrative duties, (b) classroom management, (c) parent interactions, (d) building and district policies, (d) personal issues, and (e) curricular questions. These teaching responsibilities are difficult to discuss during university training, as they are not experienced until beginning teachers begin their employment. Mentor music teachers can assist beginning music teachers with issues specific to the music classroom such as (a) classroom set up, (b) behavior management, (c) receiving a teaching assignment outside of their content area, and (d) multiple teaching assignments and difficult schedules (Conway, 2003f). Conway (2003a) suggests effective music mentor practices should include (a) early identification of mentor, (b) scheduling observations for mentors to observe their protégé, and (c) many opportunities to build a strong relationship between the mentor and protégé. Conway argues that beginning teachers have the ability to use the techniques they have learned

during their undergraduate experience, but they will assistance doing so within new contextual issues they face in the job, such as curriculum reform.

Furthermore, Conway (2006) found collaboration between music educators might be a more effective method for building beginning music teacher confidence throughout their professional induction. The topic most frequently discussed between mentors and protégés was administrative duties. This is not surprising, as the student teaching experience does not provide many administrative experiences, but rather focuses experiences teaching the subject. The second most discussed topic is classroom management. Although discussions about classroom management in the university classroom are helpful, the results of this study suggest that feedback from mentor observations of the protégé provide the best feedback for improvement in the area of classroom management. Conway (2006) summarizes the importance of a music-specific mentor from her study, stating the “perceived level of satisfaction with the mentor interactions did relate to whether the mentor was a music teacher” (Conway, 2006, p. 18).

Understanding perceptions of the mentorship program may assist in developing ways to support beginning music teachers in the state of North Carolina. Pairing veteran and career teachers with beginning teachers can help alleviate stressors that can overwhelm and potentially lead to teacher attrition (McLain, 2005). Creating a support system for beginning music teachers is the first step in assisting the transition from preservice to inservice teacher (Conway, 2003a, 2003b; 2006; DeLorenzo, 1999; Haack & Smith, 2000). Investigating the mentorship program in the state of North Carolina, the Local Education Agencies (LEAs), and the music educators serving as mentors, may provide insight to professional growth and development of beginning music educators and their mentors.

CHAPTER III. METHOD

Purpose of the Study

The purpose of this study is to identify how members of NCMEA who mentor beginning teachers perceive the mentorship training they have received through the state of North Carolina and/or the Local Education Agency. Specific research questions are:

1. What are the demographics of the NCMEA members who are mentoring beginning teachers?
2. What are NCMEA members' perceptions of their mentor training through the state of North Carolina?
3. What is the NCMEA members' perception of their mentor training through the participant's LEA?
4. Whom are the NCMEA members mentoring?

Participants

The participant sample for this study came from the 2016-17-winter membership role of the North Carolina Music Educators Association (NCMEA). Only members listing public school teaching K-12 were included in the email list. The Executive Director of NCMEA selected the potential participant list and email addresses.

Data Collection Instrument

Since no previous questionnaire addressed the specific research questions established for this study, a researcher-created questionnaire was created using a survey completed for NCMEA in 2014-15 (Wagoner, 2015) as a guide. The 48-item questionnaire included a short section of

demographic questions about the participant's educational background, mentorship experience, and current teaching position. The next three sections of the survey were designed to gather responses related to (a) perception of mentorship; i.e., the participant's mentor style, comfort level of mentor standards, and advice for new mentors; (b) perception of mentorship training; i.e., mentorship training received through the state agency or their LEA; and (c) interaction between mentor and protégé, i.e., meeting types, topics discussed during meetings, and observations of teaching.

In order to administer the survey, Qualtrics (Version 1.0), an online survey provider, was employed. There were ten items utilizing a 6-point Likert Scale (i.e., strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree). Five items were designed to elicit short open-ended responses. Fourteen items were asked a binary response of yes or no. Finally, four items prompted a ranking response. The complete survey may be found in Appendix C.

The survey was pilot tested by several music educators in both public school and higher education. Based on the feedback received from the pilot, revisions were made to the language used and order of the items. The questionnaire was placed on the website (<http://ecu.qualtrics.com>) and a direct hyperlink to the survey was created. After obtaining IRB approval (Appendix A), board members of the North Carolina Music Educators Association (NCMEA) were contacted to formally request distribution of the survey to NCMEA members. The NCMEA Executive Director and President approved the distribution of the survey to membership.

Data Collection Procedures

Participation Recruitment. The final survey was emailed to all members of the North Carolina Music Educators Association who were not teaching in higher education or retired (N = 1,862). The email invitation to participate in the study containing the direct hyperlink to the survey was sent on March 20, 2017. The email described the study, the confidentiality clause, and that the survey would be used in preparation of a master's thesis and future presentations by the researcher (Appendix B). By clicking on the link, participants agreed to the consent information. A follow-up email was sent to all invited participants on March 27, 2017 to complete the survey if they have not already done so.

Data Collection. The survey was open for a period of 10 days, from March 20, 2017 through March 30, 2017. Upon completion of the survey, submitted results were electronically collected and the raw data was compiled and analyzed using descriptive statistics.

CHAPTER IV: RESULTS

Descriptive Analysis of Demographic Data

For the first research question, “What are the demographics of the NCMEA members who are mentoring beginning teachers?” the invited participants were current members of the North Carolina Music Educators Association. Out of the 1,862 participants invited to complete the survey, 33 completed the survey for a completion rate of 1.77%. Of the 33 participants, 19 were female and 14 were male and the self-identified race was primarily white ($n = 26, 78.78\%$). The remaining identification of race is found in Table 1.

	Male	Female	Percentage
Non-Hispanic White	10	16	78.78%
Hispanic American or Latino	1	0	3.03%
Black, Afro-Caribbean or African American	2	3	15.15%
Native American or American Indian	0	0	0.00%
Asian or Pacific Islander	0	0	0.00%
Prefer not to Disclose	1	0	3.03%
Totals ($N = 33$)	14	19	100.00%

A majority of participants ($n = 20, 60.60\%$) indicated they hold a master’s degree, 33% ($n = 11$) hold a bachelor’s degree, and 6.06% ($n = 2$) have acquired a doctoral degree. The teaching experience of the participants ranged from four to forty-three years. (See Figure 1).

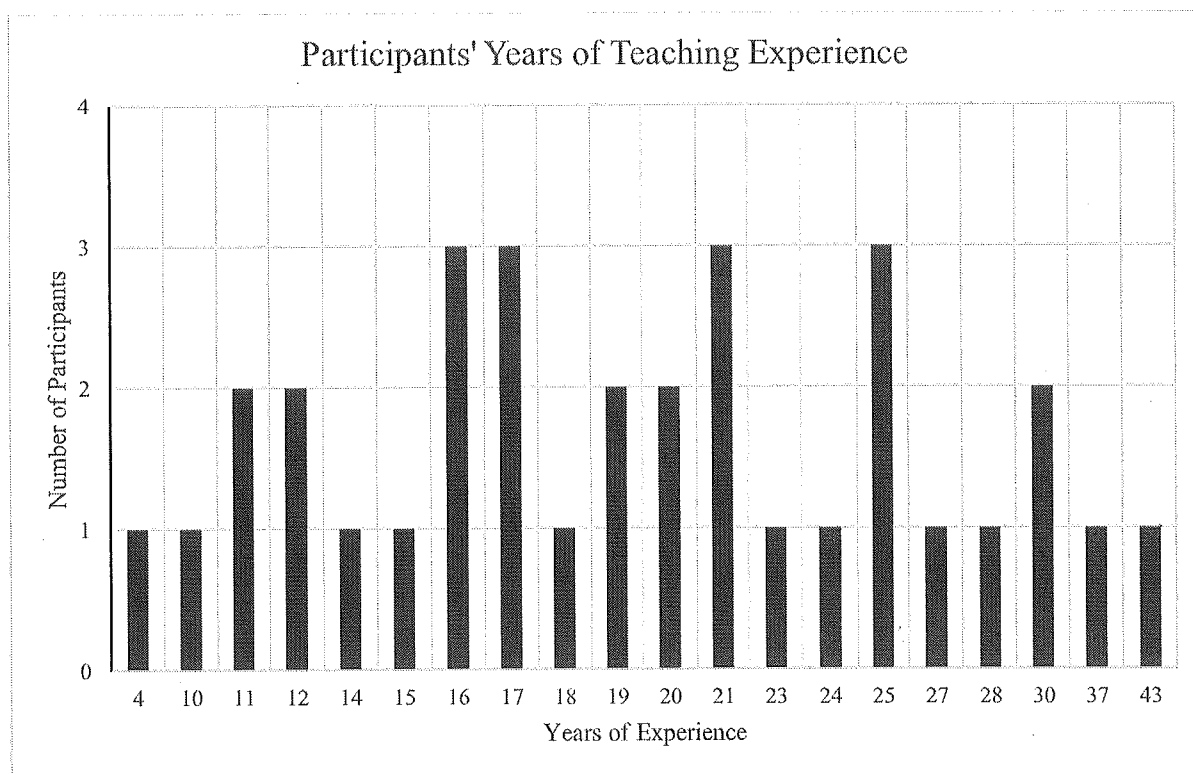


Figure 1. Participants' Years of Teaching Experience. This figure illustrates the number of participants and their amount of teaching experience.

The grade levels taught by participants ranged from Pre-kindergarten through Higher Education (see Table 2), with many participants teaching more at more than one school level ($n = 11$). Twenty-two participants only taught either elementary, middle or high school, with a majority of participants ($n = 9$) teaching middle or high school ($n = 8$) (see Table 3).

Participants Who Teach at More Than One School Level				
	K-8	6-12	K-12	K - Higher Education
Bachelor's Degree	3	1	1	0
Master's Degree	1	3	1	0
Doctoral Degree	0	0	0	1
Totals	4	4	2	1
<i>(n = 11)</i>				

Participants who Teach Only One Level					
	Pre-K	K-5	6-8	9-12	Higher Education
Bachelor's Degree	0	0	2	4	0
Master's Degree	0	3	7	4	1
Doctoral Degree	0	1	0	0	0
Totals	0	4	9	8	1
<i>(n = 22)</i>					

Out of the twenty participants who teach middle school, twelve have earned a master's degree, seven have earned a bachelor's degree and one participant has a doctoral degree. Of the fifteen participants who teach high school, eight have earned a master's degree and one has earned a doctoral degree. Out of the eleven participants that teach elementary school, five earned a master's degree and two earned a doctoral degree.

The content areas the participants teach include general music, band, orchestra, and choir, Six participants also teach other music courses: private lessons, guitar, AP Music Theory, and

piano (see Table 4). Ten participants teach elementary general music, seven participants teach middle school general music, three participants teach kindergarten through eighth grade general music, and one participant teaches high school general music. Ten participants teach high school band, nine participants teach middle school band, and four participants teach sixth through twelfth grade band. Seven participants teach middle school choir and four teach high school choir. Two participants teach middle school orchestra, one teaches high school orchestra, and one teaches both middle and high school orchestra.

Table 4

Content Areas Taught by Participants by School Level

	General Music	Band	Choir	Orchestra
Elementary (K-5)	10	1	0	0
Middle (6-8)	7	9	7	2
K-8	3	1	0	0
Grades 6 -12	1	4	0	1
High School (9-12)	1	10	4	1
Higher Education	0	2	0	0
(N = 33)	22	27	11	4

Twenty-nine participants teach in a public school setting, three participants teach in a private school setting and one of participant teaches in a charter school setting. Only fifteen of 100 North Carolina counties are represented in this survey: (a) Buncombe, (b) New Hanover, (c) Pitt, (d) Orange, (e) Mecklenburg, (f) Cumberland, (g) Wake, (h) Rowan, (i) Forsythe, (j) Davidson, (k) Harnett, (l) Moore, (m) Duplin, (n) Iredell, and (o) Wilson.

Perception of Mentorship Training

Research question two asked "What are NCMEA member's perceptions of their mentor training through the state of North Carolina?" The majority of participants received mentorship training through

the North Carolina Department of Public Instruction training program ($n = 21, 63.64\%$). Twelve of the participants (36.36%) did not receive mentor training through the state. Seventeen participants (51.52%) received mentorship training through their Local Education Agency (LEA), whereas sixteen participants (48.48%) did not receive mentorship training through their LEA. Fifteen participants (45.45%) received training through both the state agency and their LEA, eleven participants (33.33%) did not receive training through the state agency nor their LEA, six participants (18.18%) received training only through the state agency and one participant (3.03%) received training from their LEA only (see Table 5).

Table 5

Where Did Participants Receive Their Training?

	State Agency Only	LEA Only	Both State Agency and LEA	Neither State nor LEA
Bachelor's Degree	2	1	4	5
Master's Degree	4	0	11	4
Doctoral Degree	0	0	0	2
Totals ($N = 33$)	6	1	15	11

The majority of respondents agreed at some level that the training was beneficial ($n = 18, 54.54\%$) with two strongly agreeing, four agreeing, and 12 somewhat agreeing. Overall, there was a positive response about the benefits of the state mentorship training, with eighteen participants providing affirmative agreement to the statement.

In terms of content-specific mentorship training, 52.38% ($n = 11$) agreed that the state agency provided content-specific mentorship training with six participants somewhat agreeing and two strongly agreeing. However, 47.61% of participants disagreed with the statement ($n = 10$), with four participants somewhat disagreeing, three participants disagreeing and three participants strongly disagreeing.

Research question three was “What is the NCMEA members’ perception of mentor training through the participant’s LEA?” Of the sixteen participants who received mentorship training through their Local Education Agency (LEA), 81.25% ($n = 13$) of participants believe that the training they received was beneficial with two participants strongly agreeing, seven participants agreeing, and four participants somewhat agreeing. Only three participants somewhat disagreed with how beneficial the mentorship training through their LEA (see Table 6).

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My mentorship training through the state agency was beneficial.	0	0	3	12	4	2
My mentorship training through my LEA was beneficial.	0	0	3	4	7	2
My mentorship training through the state agency provided me with a content-specific mentorship training.	3	3	4	6	3	3
My mentorship training through my LEA provided me with a content-specific mentorship training.	2	2	5	4	2	1
My mentorship training through the state agency directly influenced my approach to mentorship.	0	4	4	6	6	1
My mentorship training through my LEA directly influenced my approach to mentorship.	0	1	3	4	5	3
I feel as though the training I have received through the state agency has sufficiently prepared me to mentor.	0	1	7	7	5	1
I feel as though the training I have received through my LEA has sufficiently prepared me to mentor.	0	1	2	5	6	2
<i>(N = 33); State Training (n = 21); LEA Training (n = 16)</i>						

The majority of participants ($n = 9$) indicated a level of disagreement that their LEA training included content-specific mentorship training with five participants somewhat disagreeing, two disagreeing, and two strongly disagreeing. However, 43.75% of participants agreed that their LEA training included content-specific mentorship training, with four participants somewhat agreeing, one participant agreeing, and two participants strongly agreeing.

Of the sixteen participants who received mentorship through their LEA, 75% of participants indicated a level of agreement that the LEA training directly influenced their approach to mentorship, with four participants somewhat agreeing, five participants agreeing, and three participants strongly agreeing. Four participants (25%) disagreed with three participants somewhat disagreeing, and one participant disagreeing. None of the participants selected 'strongly disagree'.

The majority of respondents ($n = 16$, 48.48%) rated the LEA mentorship training as providing the needed knowledge of the mentor evaluation instrument, with nine participants (42.86%) somewhat agreeing, six participants agreeing (18.18%), and one participant (3.03%) strongly agreeing. Four participants somewhat disagreed (12.12%) and one participant (3.03%) disagreed with the statement.

When asked if there any additional training would be beneficial, the participants gave a wide range of responses ($n = 7$). One participant suggested Cognitive Coaching, stating that this training would benefit every mentor, whereas another participant stated that the NCMEA Mentor clinic was very informative. Two participants specifically suggested content-specific mentorship training. Out of the eleven participants who stated they did not have mentorship training through the state or LEA, those participants requested formal mentorship training (See Table 7).

Suggestions for Additional Training	Number of Responses
Cognitive Coaching	1
NCMEA Clinic	1
Content Specific Training	2
County Processes	1
Mentoring Workshops	1
Refresher Training	1
(<i>n</i> = 7)	7

Furthermore, when participants were asked what one thing they would change about the mentor training, thirteen participants responded with a short answer. Four participants requested a restructure of the program, preferring a face-to-face rather than on-line training. Three participants suggested having content specific training, and two participants requested a refresher course rather than having to complete the training all over again. One participant felt strongly that the mentors should meet with other mentors in their LEA to reflect on their practices and share techniques that have worked for others (see Table 8).

Suggested Changes to Mentor Training	Number of Responses
Format	4
Content of Training	3
Content Specific	3
Refresher Course	1
Financial Compensation	1
Meeting with Other Mentors	1
(<i>n</i> = 13)	13

Finally, participants were asked to give advice to new mentors, with five participants providing a short answer. Three participants suggested building the relationship with the protégé first, as that will

help the mentor know the protégé's teaching style better and help them give better feedback. Another participant suggested that a formal request be made to have a protégé in the same content area or grade level. Lastly, another participant suggested that new mentors should encourage their protégés to seek out professional development that will continue to develop their leadership skills.

Mentor and Protégé

The final research question was, "Whom are the NCMEA members mentoring?" Out of the 33 participants completing the questionnaire, 29 participants (87.88%) stated they mentor beginning teachers, or those who have zero years of experience. Twenty-four participants (72.73%) selected second year teachers, or those who have one year of experience. Seventeen participants (51.52%) selected third year teachers, or those who have completed two years of experience. Eight participants (24.24%) selected fourth year teachers, as well as fifth year teachers and beyond. The data suggests that participants are mentoring more than one teacher at a time, or have mentored teachers at each of these levels in the past. Four non-trained participants stated that they knew who their protégé was before school began, three non-trained participants were assigned a protégé during the first two weeks of school and four non-trained participants did not have a protégé until after the first two weeks of school.

Proximity to the mentor/mentee was mixed, with more mentors and mentees working in different buildings or districts. Seventeen participants (51.52%) mentor beginning teachers who do not work in the same building, while sixteen participants (48.48%) work in the same building with their protégé. Twenty-five (75.76%) of the thirty-three participants mentor beginning teachers who teach in their same district. Eight participants (24.24%) have mentees who do not teach in their same district.

Almost as many teachers mentor beginning teachers in content areas other than music ($n = 14$, 42.42%) as those who mentor beginning music teachers ($n = 19$, 57.58%). The content areas outside of music included (a) K-5 general education (K-5), (b) exceptional children programs (EC), (c) theater, (d) Career Technical Education (CTE), (e) physical education (PE), (f) visual arts, (g) English, (h) math, (i) social studies (SS), and (j) science (See Figure 2). When asked “Is there any additional training you feel would be useful?”, one participant responded, “(t)he method in which mentors were assigned in my district had nothing to do with making teachers successful. In many cases, the mentor assignments had no logic.”

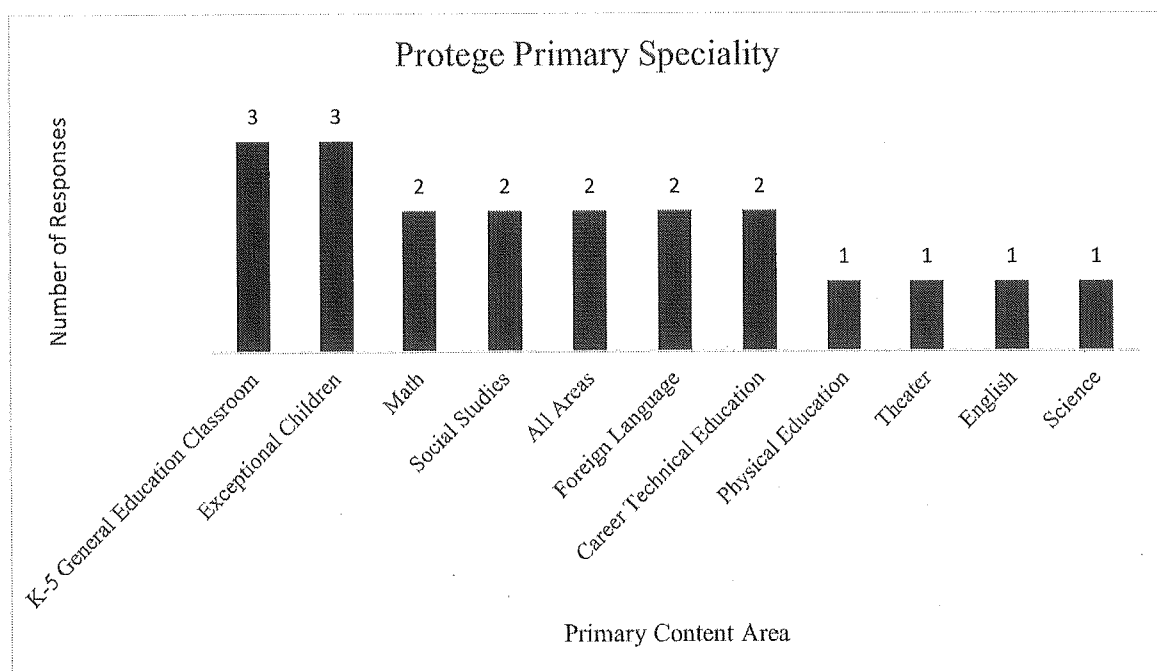


Figure 4. Protégé Primary Specialty Outside of Music. This figure illustrates the primary specialty of the protégés being mentored by Music Educators as measured by number of responses outside of music.

Interactions of mentee and mentor. Sixteen participants (48.48%) were assigned their mentee before the first day of school, including the workdays before school began. Nine participants (27.27%) were assigned a mentee during the first two weeks of school, and eight participants (24.24%) were assigned a mentee after the first two weeks of school. Nineteen participants were not provided a structured meeting time to get acquainted with their mentee; however, 14 participants were provided with structured time to meet with their mentee. Mentors most often met with their mentees weekly ($n = 11$). Nine participants (27.27%) met with their mentees bi-weekly ($n = 9$, 27.27%) or monthly ($n = 9$, 27.27%). Only four participants (12.12%) reported being able to meet with their mentee on a daily basis. Thirty participants (90.91%) reported that they have contact with their mentee in between face-to-face meetings through emails, calls, or texts.

Twenty-four participants (72.73%) have been able to observe their mentee teaching, but almost a third reported they have not been able to observe their mentee teaching ($n = 9$, 27.27%). Nineteen participants (57.58%) reported that their mentee has been able to observe their mentor teaching. Fourteen participants (42.42%) stated their mentees have not been able to observe the mentor teaching. Seven participants (21.21%) cited that they have not been able to observe their protégé nor has their protégé been able to observe them teaching.

Out of the 33 participants, 57.58% ($n = 19$) reported that the most discussed topic during their mentor and mentee meetings is classroom management. Five participants (15.15%) cited curriculum as the topic most discussed with their mentees. Administrative duties ($n = 1$), scheduling ($n = 1$), time management ($n = 1$), and resources ($n = 1$) were also identified by one participant each. (See Table 8) Though no participants cited discussing personal, non-school related issues with their mentees, this was included when five participants (15.15%) chose

“other.” The participants were asked to be specific when selecting “other” and provided short answers that included: relationships with colleagues, working with others, recruiting, and content. One participant stated that they discuss “all of the above” with their protégé, this means that they discuss recruiting, administrative duties, resources, time management, scheduling, relationships with other colleagues, curriculum and classroom management.

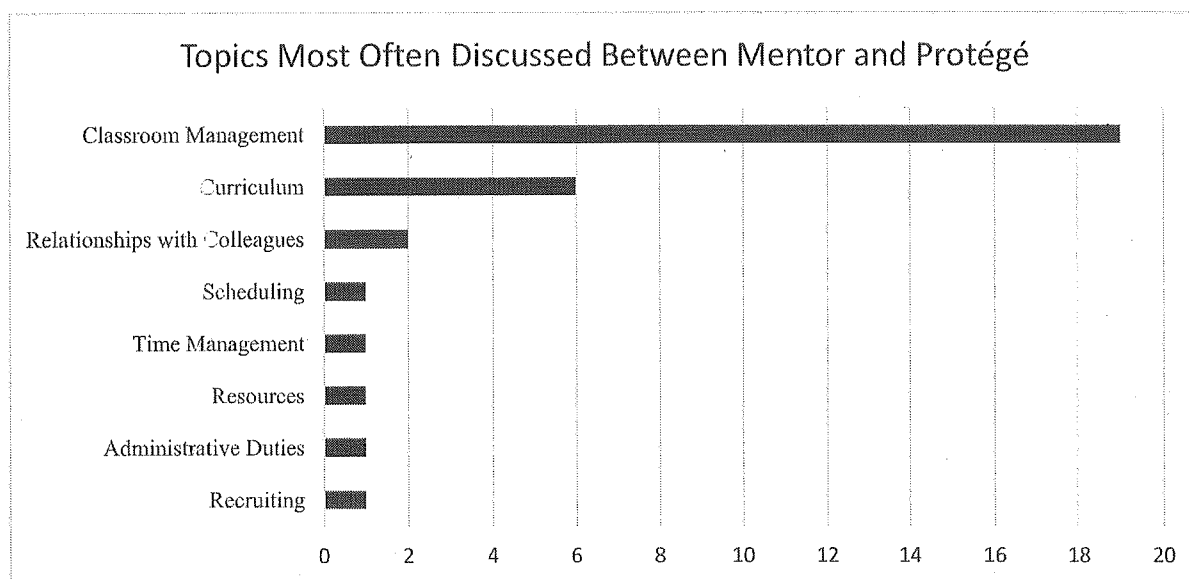


Figure 5. Topics Discussed between Mentor and Protégé. This figure illustrates the topics most often discussed with protégés.

CHAPTER V. DISCUSSION

The purpose of this study was to identify how members of NCMEA who mentor beginning teachers perceive the mentorship training they have received through the state of North Carolina and/or the Local Education Agency. Specific research questions were:

1. What are the demographics of the NCMEA members who are mentoring beginning teachers?
2. What are NCMEA members' perceptions of their mentor training through the state of North Carolina?
3. What is the NCMEA members' perception of their mentor training through the participant's LEA?
4. Whom are the NCMEA members mentoring?

Limitations

Overall there was a small response, with only 1.77% of invited participants completing the survey. Several factors may have been the cause of the limited response. First, the researcher was not in control of the survey distribution, nor was the researcher privy to the list of potential participants. Therefore, the researcher was dependent on the Executive Director of NCMEA to send out the survey and follow up email. Second, the time of year in which the survey was sent out may have presented a problem, given the activities required of music educators in the spring semester, and this may have contributed to the low response rate. A third limitation might be that many music mentors are not those who have completed the official training through the state, in the state of North Carolina, and therefore would not be interested in participating.

Demographics of Participants

Research question one explored the demographic information about the participants. Of the 33 participants who completed the survey, more females than males responded to the survey. A majority of the participants hold advanced degrees including doctoral degrees. Two-thirds of the participants teach only one level of students, with a majority of participants teaching at the middle school level. Interestingly, a third of the participants teach across more than one level, with four participants teaching kindergarten through eighth grade, four participants teaching sixth through twelfth grade, two participants teaching kindergarten through twelfth grade students, and one participant teaching kindergarten through higher education aged students. This highlights the wide expanse of levels music educators are required to teach and may indicate a need to understand a wide-variety of pedagogical issues within the context of their schools and teaching assignments. Prior studies have explored the “broad yet limited course of preparation” (Haack & Smith, 2000, p. 24) a music educator experiences in university training (Haack & Smith, 2000; Conway, 2006; Conway, 2003). Mentors are essential in supporting beginning music educators as they move through induction (Haack & Smith, 2000).

Additionally, participants indicated that they teach multiple content areas within music. After general music assignments, band is the second most taught music content area, with the level of high school band the most frequently taught. Both participants who also teach higher education students have assignments in instrumental (band) settings.

Finally, the participants are experienced in all content areas and school levels and are committed to contributing to the field of education. The participants teach all across the state of North Carolina and have provided perspectives from a variety of school settings.

Mentorship Training

In response to questions two and three describing mentorship training, it is notable that at least one-third of the participants have not received any mentorship training at all. Participants were assigned a mentor by their principal or appointee, but not provided the resources or training to effectively understand their role as mentor and to guide their protégé through the first years of teaching. Two of these eleven participants noted they have requested training in order to become a better mentor. The mentor-participants who did not receive training were from a variety of counties, with only two participants from the same county, so this would appear to be a widespread issue, rather than a concentrated one. A third of those who were not trained had a protégé assigned to them before school began, but the other two-third of untrained participants were assigned a protégé within or after the first two weeks of school. This is problematic for the beginning teacher, who did not have access to the support of a mentor NCDPI requires that a beginning teacher have a mentor, the training of a mentor can happen at any time throughout the year using the online modules. The training takes ten hours to complete, so it is possible that mentors did not complete the training before school started. However, at the time this survey was complete, school had been in session for seven months. It is difficult to determine if or why there was not LEA training in lieu of the state training provided to these mentors. Certainly proper training, as mentors are evaluated as such by their LEA, is vital to not only the mentees but also the mentors themselves.

Of those who received training, the majority of participants responded that they felt the received mentorship training from either the state or LEA was beneficial. However, when asked about content-specific mentorship training, there were fewer agreements about the state agency training. It is interesting that approximately half the participants in both state training and LEA

mentorship training cited the training as having been content-specific. It is possible that the participants' perception of content area specificity skewed their perception of the training, perhaps due to their attentiveness in the session or their ability to transfer the general content provided in each of the sessions. Furthermore, it is possible that participants who had a better experience were led through the modules with a presenter who included content specific examples.

There was a wide range of responses across LEA specific training and content-area specificity. This is very likely due to the individuality of each LEA's training program. Some counties may bring in content specific mentors to provide content-specific mentorship training, whereas others may not. Conway (2006) states that, "It may be that school districts cannot provide for the music-specific needs of the beginning music teacher." (Conway, 2006, p. 21) Future research could examine successful LEA mentor training, looking into the ways in which LEAs promote content-specific mentorship training to arts teachers.

Participants were given the opportunity to offer suggestions on how to improve the mentorship training program in the state of North Carolina. One participant felt strongly that mentors should be compensated for their time mentoring beginning teachers, and their advice for new mentors was to not mentor new teachers until some form of compensation is provided. Although mentors would appreciate compensation for mentorship and certainly deserve such, compensation in the current era of reform is not likely. Another stated new mentors should specifically request to have a protégé in their content area, with time provided during the school day to meet. Time to collaborate with mentors has been cited as vital for both mentors and mentees to reflect on their practices and share techniques (Conway, 2006; Conway, 2003; Haack & Smith, 2000; Hellsten, Prytula, Eubanks, & Lai, 2009; Smith, 2003a). However, though this

suggestion is highly appropriate, it may prove to be difficult to implement across districts and without resources to do so and this may take creative planning on the administrator's part.

Who is being mentored?

More than half the participants mentored other music teachers. Mentors who guide a teacher in other subject areas may provide needed general assistance to mentees in their buildings, but leave out the best practices for mentoring. As one participant stated "The method in which mentors were assigned in my district had nothing to do with making teachers successful. In many cases, the mentor assignments had no logic." Pairing without thoughtful consideration of subject matter may hinder the growth of both protégé and mentor. As researchers have found that the nature of music classes to be much different from general education classes (Haack & Smith, 2000), mentoring other content-areas and grade levels may prove to be much more difficult for the music teacher mentor and the music mentee. Conway (2006) states that, "Programs designed and implemented by state music organizations may be the answer to providing content support." (Conway, 2006, p. 21) NCMEA has an active and detailed training program for content-specific mentorship training and has grown over the past five year. It would behoove LEAs and administrators to utilize this program to enrich their mentoring practices.

A majority of participants have had the opportunity to observe their protégé teaching or have their protégé observe them teaching. Several mentors, however, have not had the opportunity to offer feedback that protégés may need, having completed their student teaching just a semester before. Almost half of the participants stated that they have not been able to be observed by their protégé. Being able to demonstrate a range of pedagogical techniques for the

mentee can serve to be more effective for beginning teachers. For example, as classroom management was found to be the topic most often discussed both in this survey and in previous research (Conway, 2003a) demonstrating such techniques for the protégé may prove to be helpful than simply talking about it. Providing time for mentor and protégé to spend time in each other's classroom is imperative to the growth of the protégé.

Just under half of the participants responded that they were assigned a protégé before school began. Mentors need to have time to communicate with their protégés before school begins in order to address any issues that the protégé may have concerning the beginning of school to set the protégé up for success. However, about half of the participants stated that the protégé assignment was made during or after first two weeks of school. As the beginning of a school year is a time to instill classroom management techniques and set the tone for the rest of the year, a beginning teacher needs the most guidance and support during this critical transition. Not having the support of a mentor teacher to assist with the procedures of the first day of teaching, the first week of classes, and specific beginning of the school year issues can be detrimental to a beginning teacher's school year (Conway, 2006; DeLorenzo, 1992). Furthermore, Conway (2006) suggests mentor practices to improve a mentorship program, "early identification of mentor, scheduling so mentors can observe, and opportunities for getting to know one another in mentor/mentee relationships." (Conway, 2006, p. 20)

Suggestions for Further Research

As the response rate was very low, the current study should be replicated. In addition, future research questions might examine the effectiveness of different kinds of content specific mentorship training for arts teachers. Such research could investigate the effectiveness of online

versus a face-to-face mentorship training for both the state and LEA. Longitudinal studies could examine the long term effects of a having a consistent mentorship experience in the first five years of induction with music educators. Furthermore, a study about principals' views, perceptions and knowledge of mentorship practices would benefit the state of North Carolina. Finally, supporting the need for content-specific mentorship and a strong mentorship program in the state of North Carolina is a topic that needs further research.

REFERENCES

- Andrea, P. (2010). The Impact of Mentoring Pre-Service Teachers on The Mentor Teacher (Doctoral Dissertation). Retrieved from ScholarWorks WMU. (498)
- Barondess, J. A. (1995). A brief history of mentoring. *Transactions of the American Clinical and Climatological Association*, 106, 1-24.
- Conway, C. (2003a). An examination of district-sponsored beginning music teacher mentor practices. *Journal of Research in Music Education*, 51(1), 6-23.
- Conway, C. (2003b). What is induction?, in C. Conway. Editor (Eds.), *Great Beginnings for Music Teachers* (pp. 57-62). Reston, VA: MENC: The National Association for Music Education.
- Conway, C. (2003c). Induction ideas for music teachers, in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 63-65). Reston, VA: MENC: The National Association for Music Education.
- Conway, C. (2003d). Designing an induction program, in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 9-24). Reston, VA: MENC: The National Association for Music Education.
- Conway, C. (2003e). School district-sponsored mentor programs, in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 69-81). Reston, VA: MENC: The National Association for Music Education.
- Conway, C. (2003f). What do we know about beginning music teachers? in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 57-62). Reston, VA: MENC: The National Association for Music Education.
- Conway, C. (2006). Special mentoring series: Navigating through induction: How a mentor can help. *Music Educators Journal*, 92(5), 56-60.
- Conway, C. and Holcomb, A. (2008). Perceptions of experienced music teachers regarding their work as music mentors. *Journal of Research in Music Education*, 56(1), 55-67.
- DeLorenzo, L. (1992). The perceived problems of beginning music teachers. *Bulletin of the Council for Research in Music Education*, 113, 9-25.
- Haack, P. and Smith, M.V. (2000). Mentoring new music teachers. *Music Educators Journal*, 87(3), 23-27.
- Haack, P. (2003). Challenges faced by beginning music teachers, in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 9-24). Reston, VA: MENC: The National Association for Music Education.

- Hellsten, L., Prytula, M., Eubanks, A., Lai, H. (2009). Teacher induction: Exploring beginning teacher mentorship, *Canadian Journal of Education*, 32(4), 703-733.
- In NC, a teacher shortage develops by design. [Editorial]. (2016, February 4). The News and Observer. Retrieved from <http://www.newsobserver.com/opinion/editorials/article58519968.html>
- Isbell, D. (2008). Musicians and teachers: The socialization and occupational identity of preservice music teachers. *Journal of Research in Music Education*, 56, 162 – 178.
- Kimpton, J. (2003). Foreward. in C. Conway. Editor (Eds), *Great Beginnings* (pp. vii-xi). Reston, VA: MENC: The National Association for Music Education.
- Krueger, P. J. (2003). Breaking the isolation: Beginning music teacher views on collaboration, in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 91-104). Reston, VA: MENC: The National Association for Music Education.
- McLain, B. (2005). Environmental support and music teacher burnout. *Bulletin of the Council for Research in Music Education*, 164, 71-84.
- North Carolina Department of Public Instruction. (2016). Policies on the beginning teacher support system.
- North Carolina Department of Public Instruction. (2010). North Carolina mentor program: Beginning teacher guidelines for the 21st century professional. North Carolina State Board of Education, Educator Recruitment and Development Division. Retrieved on December 20, 2016 from <http://regedfac.ncdpi.wikispaces.net/Mentor+Training>
- Smith, M. V. (2003a). Model mentor project, in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 83-89). Reston, VA: MENC: The National Association for Music Education.
- Smith, M. V. (2003a). Making mentoring work, in C. Conway. Editor (Eds), *Great Beginnings for Music Teachers* (pp. 105-124). Reston, VA: MENC: The National Association for Music Education.

APPENDIX

Appendix A: IRB Approval

4/15/17, 7:43 PM



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office 252-744-2914 · Fax 252-744-2284 · www.ecu.edu/irb

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB
To: [Jenna Martel](#)
CC: [Cynthia Wagoner](#)
Date: 2/21/2017
Re: [UMCIRB 16-002009](#)
Music Mentorship and the Perceived Effects on Mentors

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 2/20/2017 to 2/19/2018. The research study is eligible for review under expedited category #6, 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Name	Description
Consent Paragraph - Martel	Consent Forms
Email Draft - Martel	Recruitment Documents/Scripts
Interview Questions - Martel	Interview/Focus Group Scripts/Questions
J. Martel - Thesis Proposal .docx	Study Protocol or Grant Application
Martel - IRB Protocol	Study Protocol or Grant Application
Music Mentor Survey - Martel	Surveys and Questionnaires

4/15/17, 7:43 PM

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

Appendix B: Introduction Paragraph for Music Mentors Study

You are being invited to participate in a **research** study titled Music Mentorship and the Perceived Effects on Mentors being conducted by Jenna Martel a Graduate Student at East Carolina University in the Music Education department. The goal is to survey 100 individuals in/at www.tinyurl.com/musicmentors. The survey will take approximately 15 minutes to complete. It is hoped that this information will assist us to better understand how music mentors benefit from mentoring new music teachers. The survey is anonymous, so please do not write your name unless you are willing to complete an interview. If willing, the participant interview will take about 15 minutes and will be audio recorded. The interview will take place either in person, over the phone or via FaceTime or Skype. We are asking you to provide identifying information. However, your responses will be kept confidential. No data will be released or used with your identification attached. Your participation in the research is **voluntary**. You may choose not to answer any or all questions, and you may stop at any time. There is **no penalty for not taking part** in this research study. Please call Jenna Martel at 252-665-0755 for any research related questions or the Office of Research Integrity & Compliance (ORIC) at 252-744-2914 for questions about your rights as a research participant.

Appendix C: Mentor Survey

Qualtrics Survey Software

4/13/17, 11:41 AM

Your participation in the research is voluntary. You may choose not to answer any or all questions, and you may stop at any time. There is no penalty for not taking part in this research study.

NCMEA 2017 MENTOR PERCEPTIONS SURVEY.

Q1. Please select the gender with which you identify.

- Male
- Female
- Prefer not to disclose

Q2. What is your ethnicity?

- Non-Hispanic White
- Hispanic American or Latino
- Black, Afro-Caribbean or African American
- Native American or American Indian
- Asian or Pacific Islander
- Other
- Prefer not to disclose

Q3. What is the highest degree or level of schooling you have completed? If currently enrolled, please choose the highest degree received.

- Bachelor's Degree
- Master's Degree
- Professional Degree
- Doctorate Degree

Q4. How many years have you been teaching, including the current school year?

Q5. How many school years, including this one, have you been a mentor?

Q6. What grade level do you teach? *Select all that apply.*

- Pre-K
- Elementary (K-5)
- Middle (6-8)
- High (9-12)
- Higher Ed

Q7. What content area do you teach? *Select all that apply.*

- General Music
- Band
- Orchestra
- Choir
- Other - Please specify:

Q8. In what NC county do you teach?

Q9. Which of the following settings is your school considered?

- Public
- Private
- Charter

Q10. Rank the following characteristics you believe a mentor should possess in order of importance. Click the arrows to order these characteristics from most important to least important.

<input type="button" value="↑"/>	Time Management	<input type="button" value="↑"/>
	Overall Organization	
	Curriculum Knowledge	
<input type="button" value="↓"/>	Classroom Management Skills	<input type="button" value="↓"/>
	Communication	
	Attention to Detail	
	Ability to see the Big Picture	
	Supportive	

Q14. Rank the following mentor standards in order of comfort. Click the arrows to order these standards from most comfortable to least comfortable.

<input type="button" value="↑"/>	Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership.	<input type="button" value="↑"/>
	Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Enviro	
	Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach	
<input type="button" value="↓"/>	Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for their St	<input type="button" value="↓"/>
	Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice.	

Q13. Do you get financially compensated for mentoring?

- Yes
- No

Q11. I have received mentorship training through North Carolina.

- Yes
- No

Q15. My mentorship training through the state agency was beneficial.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Q16. My mentorship training through the state agency provided me with a knowledge of the mentor evaluation instrument.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

- Strongly disagree

Q17. My mentorship training through the state agency provided me with content-specific mentorship training.

- Strongly agree
 Agree
 Somewhat agree
 Somewhat disagree
 Disagree
 Strongly disagree

Q18. My mentorship training through the state agency directly influenced my approach to mentorship.

- Strongly agree
 Agree
 Somewhat agree
 Somewhat disagree
 Disagree
 Strongly disagree

Q19. I feel as though the training I have received through the state agency has sufficiently prepared me to mentor.

- Strongly agree
 Agree
 Somewhat agree

- Somewhat disagree
- Disagree
- Strongly disagree

Q12. I have received mentorship training through my LEA.

- Yes
- No

Q20. My mentorship training through my LEA was beneficial.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Q21. My mentorship training through my LEA provided me with knowledge of the mentor evaluation instrument.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Q22. My mentorship training through my LEA provided me with content-specific mentorship training.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Q23. My mentorship training through my LEA directly influenced my approach to mentorship.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Q24. I feel as though the training I have received through my LEA has sufficiently prepared me to mentor.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

Strongly disagree

Q25. What types of teachers do you mentor?

- Beginning teachers (0 years of experience)
- Second year teachers (1 year of experience)
- Third year teachers (2 years of experience)
- Fourth year teachers (3 years of experience)
- Fifth year and beyond (4+ years of experience)

Q26. Does your mentee teach in your school?

- Yes
- No

Q27. Does your mentee teach in your district?

- Yes
- No

Q28. Do you mentor beginning teachers who teach in content areas other than music?

- Yes
- No

Q29. If you answered yes to question 28, in what other content areas have you mentored?

Q30. When did you find out who your mentee was for the current school year?

- Before school began (including the work days before school)
- During the first two weeks of school (after school started)
- After the first two weeks of school

Q31. Were you provided with structured time to get to know your mentee?

- Yes
- No

Q32. About how often do you meet with your mentee?

- Once a day
- Once a week
- Once every two weeks
- Once a month

Q33. Does your mentee often email, call, or text you in between meetings?

- Yes
- No

Q34. Have you ever been able to observe your mentee teaching?

- Yes
- No

Q35. Has your mentee ever been able to observe you teaching?

- Yes
 No

Q36. What do you feel is the topic most discussed between you and your mentee?

- Classroom Management
 Curriculum
 Administrative Duties
 Scheduling
 Time Management
 Resources
 Personal, Non-School Related Issues
 Other - Please be specific:

Q37. Do you stay with the same mentee for consecutive years?

- Yes
 No

Q39. Do you find that your former mentees still come to you for assistance after your mentor responsibilities are completed?

- Yes
 No

Q38. Rank the following characteristics you demonstrate in order of frequency. Click the arrows to order these characteristics from most important to least important.

	Time Management	
	Overall Organization	
	Curriculum Knowledge	
↑	Classroom Management	↑
	Communication	
↓	Attention to Detail	↓
	Ability to see the Big Picture	
	Supportive	

Q40. What do you feel is the best description of your mentor style?

- Letting Go: gives times to let things develop, waiting for things to happen in a natural way, avoiding an over-emotional approach, avoiding rush and pressure.
- Active Listening: asking questions when things are unclear, checking things with summaries, being reserved when giving your opinion, giving the mentee space, showing you understand the mentee.
- Advisory: giving suggestions for good problem solving, advising as an objective outsider, giving alternatives so that the mentee can make choice, giving expertise based advice.
- Prescribing: taking responsibility for solving the mentee's problems, offering instructions on how to handle problems, being convincing and persuading, requiring improvement and, if necessary, holding out the prospect of consequence.
- Cooperative: striving for a joint vision, involving the mentee in problem-solving, giving space to the opinion of the mentee, appreciating equality in contributions, being focused on cooperation.

Q42. Which of the above styles of mentoring best describes what you use when you have a beginning (0 years of experience) teacher mentee?

- Letting Go
- Active Listening
- Advisory

- Prescribing
- Cooperative

Q43. Do you feel that your approach to mentoring changes with the experience level of your mentee?

- Yes
- No

Q44. Has your mentoring style changed over the course of your mentorship experience?

- Yes
- No

Q45. If you answered "yes" to question 44, what did your mentor style change from?


	Letting Go	Active Listening	Advisory	Prescribing	Cooperative
From	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46. Is there any additional training that you feel would be useful?

Q47. Do you have any advice for new mentors?

A large, empty rectangular text input box with a thin border, intended for the respondent's answer to question Q47.

Q48. If you could change one thing about the mentor training you received, what would it be?

A large, empty rectangular text input box with a thin border, intended for the respondent's answer to question Q48.

Q49. If you are willing to participate in a personal interview, please leave your name and email address. Your name will not be used.

A large, empty rectangular text input box with a thin border, intended for the respondent's answer to question Q49.

Powered by Qualtrics